

Topics in International Politics: Gender and Intersectionality in Global Politics

POL380 H1 (F)

Fall term, 2021

Monday 10:00 AM - 12:00 PM

Synchronous Online (first several weeks) (In-person Course – details TBA)

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Course Description:

This course will consider gender and politics from the standpoint of ‘intersections’ with issues such as race and class. Intersectional feminism has emerged as a highly influential approach in Political Science and other social science disciplines. It is also increasingly relevant in policy formulation, from the global to the local. Various approaches in the literature that have addressed intersectionality and its impacts will be addressed, as well as relevant debates within global politics. The course will consider topics such as: the history of the concept of intersectionality; intersectionality and state power; intersectionality in Political Science; and intersectionality and identities. Some case studies will also be considered. Specific United Nations world conferences and declarations addressing intersectionality and human rights, gender, race and Indigeneity will also be addressed.

Learning Objectives:

There are three distinct, but related, learning objectives for this course.

These are, to develop:

- 1) ***Comprehension skills:*** to understand the contributions, multiple dimensions and debates regarding gender and intersectionality in varied political contexts – at the local, national and international levels, demonstrated through course engagement and posted reading comments;
- 2) ***Research and communication skills:*** to formulate questions, synthesize multiple and varied approaches, accurately identify sources, and to write sound, focused and persuasive scholarly arguments regarding gender, intersectionality and global politics, demonstrated through the completion of course written assignments;

- 3) ***Analytical skills:*** to critically address the complexities, nuances and challenges regarding gender and intersectionality in global politics, demonstrated through course engagement, posted reading comments and written assignments.

Course materials:

You will need access to a computer with video and audio capacity, and stable internet access for this course.

For synchronous virtual classes, it is suggested as a best practice that you try to arrange an intentional, consistent space where you will log into the virtual classroom.

The course will begin by meeting virtually (first weeks of term) on each Monday, 10:00 AM – 12:00 PM. It is anticipated the course will then move to an in-person format, subject to confirmation (details to follow), continuing to meet each Monday, 10:00 AM – 12: PM.

For our synchronous virtual classes, you can join the class by video conference via Zoom. You need to click the “Zoom” tab on the Quercus webpage for the course to log into the virtual classroom. The first time you use Zoom on your computer or device, you will be prompted to download the Zoom plug-in; follow the prompts to join the meeting. You will be asked to verify that you would like to join the meeting using video from your device’s camera, and audio from your device’s microphone.

There are two course texts that are required for the course. They are available for purchase online, or from the University of Toronto Bookstore, or the University of Toronto library on reserve.

These required texts are:

Intersectionality, by Patricia Hill Collins and Sirma Bilge (Second edition, Polity Press, 2020).
<https://uoftbookstore.vitalsource.com/textbooks?term=9781509539697>

AND

Framing Intersectionality: Debates on a Multi-faceted Concept in Gender Studies, edited by Helma Lutz, Maria Teresa Herrera and Linda Supik (Routledge edition, 2016)
<https://uoftbookstore.vitalsource.com/textbooks?term=9781409493006>

Additional selected readings – including journal articles, book chapters, policy documents and media selections – are available on the course webpage, or through U of T Library access.

Structure and Evaluation:

Weekly Class Attendance and Engagement:

This course will begin the term as a fully online course, with synchronous lectures and seminar discussions in our virtual classroom. It is expected to move to in-person (all students will be

notified of details accordingly). The course will meet weekly on Mondays, 10:00 AM – 12:00 PM (Eastern time) throughout the term.

Formats for class discussion will often include brief lectures, as well as student participation in weekly discussions. Format for discussions will vary, including for example: “roundtable”, “ask the Prof”, “reflective/reflexive exchange”, “pair and share”, debates on specific quotes or issues, small group guided questions, and/or open discussion of the texts.

It is essential that students read the required readings for each class. Students are expected to attend and participate in all scheduled classes, and to be well-prepared for commentary, questions, and discussion related to the literature. **Class engagement, including attendance at weekly classes throughout the term, is considered a key aspect of the course, and will be valued at 10% of the final course mark.**

Posted Reading Comments:

Also, regular, weekly reading comments, posted through the Quercus course page in preparation for each class is required. Students are expected to contribute weekly posts to course discussions, prior to each class (posted Tuesday-Sunday before the class). Each student is expected to post reading comments, related to the readings for the upcoming week’s class, for a minimum of 5 classes over the course of the 12 week term. The reading comments will engage a question or comment posted by the instructor. Comments should be posted in a timely manner to allow time for replies.

Consider your reflections on specific readings, and ensure your comments are brief, clear and relevant to the text(s) you identify. Students are asked to be mindful of “netiquette” (etiquette related to the internet) when contributing to online conversations. Consider that experiences vary greatly and attend to issues of equity, diversity and inclusion. Please consider language, tone and accuracy; it is important to re-read your draft comments and proofread before posting. Strive to be precise to avoid miscommunication, but ideas do not have to be fully formed. Express your ideas with care, and be generous and open minded when reading other students’ comments.

Posted reading comments are an essential element of the course, assessed at the end of the term, and valued at 10% of the final mark.

Written Assignments:

There are also **three written assignments** for the course: (i) a Single Article Essay (SAE); (ii) a research essay précis; and (iii) a final research essay.

(i)Single Article Essay (SAE):

All students are required to prepare a brief essay, based on ONE article, chapter or policy document from the course readings. Any one article, chapter or policy document from the required readings from any week in the course may be selected for the SAE. **The SAE is to be 3-5 typed pages (double spaced), and is valued at 20% of the course mark.**

The SAE should be structured as an analytical essay, based only on the one selected text as a source. A single article may be an article, chapter or policy document that is part of the required

reading for the course. A maximum of three additional sources may be used in the SAE, but these are not required. The analytical essay should include: (i) a thesis statement as part of the introduction, stating a clear argument based on an analytical assessment of the selected article, and addressing how the selected reading relates to the politics of intersectionality; (ii) approximately three key points to support the argument throughout the body of the essay drawing on examples taken from the selected text, which demonstrate comprehension as well as analytical clarity; and (iii) a brief conclusion. The SAE should include standard format references (any recognized format that is used consistently is acceptable) and a bibliography.

The SAE is due on Monday, October 25 (Week 7). The SAE must be submitted to the instructor through the Quercus course dropbox, by selecting “Assignments”, then “Submit” and uploading your file.

(ii)Research Essay:

A scholarly research essay of approximately 12 typed pages (double spaced), not including bibliography, is also required. Topics for research are to be chosen by the student, subject to the written approval of the instructor. The research essay may focus on any topic of interest relevant to the focus of the course – either related to, or different from, topics addressed in course readings. This is an opportunity for students to advance research related to gender, intersectionality and global politics in more depth, on a topic either directly related to course material or one that is related to their own research interests beyond topics covered in the course.

The essay is valued at 50% of the course mark. The research essay is due on Monday, December 6 (Week 12). It is to be submitted to the instructor through the Quercus course dropbox, by selecting “Assignments”, then “submit” and uploading your file.

(iii)Essay Précis:

To facilitate research essay preparation, all students are required to submit a brief written précis, or summary and outline, of their proposed research paper. The précis should be approximately 2-3 pages in length. The précis should consist of: (i) a title; (ii) an identified thesis, presented in the form of an argument rather than simply the statement of a topic for research; (iii) a preliminary outline of the central points to be developed in the argument; and (iv) a preliminary bibliography of sources.

The essay précis is valued at 10% of the course mark. The précis is due on Monday, November 1 (Week 8). It is to be submitted to the instructor through the Quercus course dropbox, by selecting “Assignments”, then “submit” and uploading your file.

NOTE: All written assignments are expected to be submitted by the due dates. Exceptions will be granted only if a request for an extension is presented in writing prior to the due date, stating the reason for the request with a suggested alternate due date, and this is approved by the instructor in writing. Non-submission of work without an approved extension from the instructor will be assigned a mark of “0”.

Incomplete work at the end of the term may be eligible for a coursework extension (unexpected challenges, illness, etc.) subject to approval of the instructor and following a process approved by the department.

Evaluation in sum:

Class Engagement: 10%
Posted Reading Comments: 10%
Single Article Essay (SAE): 20%
Précis for Research Essay: 10%
Final Research Essay: 50%

Due dates in sum:

Class Engagement: Weekly
Posted Reading Comments: Weekly (at least 5 posts)
Single Article Essay (SAE): Week 7 – Monday, October 25
Précis for Research Essay: Week 8 – Monday, November 1
Research Essay: Week 12 – Monday, December 6

Weekly Schedule:**Week One – September 13 – Welcome and Introduction to the Course****Week Two – September 20 – What is Intersectionality? I: History and Origins****READINGS:*****Framing Intersectionality, Introduction and chapters 1-3:1-68.***

“Framing Intersectionality: An Introduction”, Helma Lutz, Maria Teresa Herrera Vivar and Linda Supik: 1-22.

“Demarginalising the Intersection of Race and Sex: A Black Feminist Critique of Anti-Discrimination Doctrine, Feminist Theory, and Anti-Racist Politics”, Kimberlé Crenshaw: 25-42.

“Intersectionality as Buzzword: A Sociology of Science Perspective on What Makes a Feminist Theory Successful”, Kathy Davis: 43-54.

“The Discursive Politics of Feminist Intersectionality”, Myra Marx Ferree: 55-65.

Week Three – September 27 – What is Intersectionality? II: Going Global**READINGS:*****Intersectionality, Patricia Hill Collins and Sirma Bilge, chapters 3-4: 63-113***

“Getting the History of Intersectionality Straight”: 63-87

“Intersectionality’s Global Dispersion”: 88-113

“Mapping the Margins: Intersectionality, Identity Politics and Violence Against Women of Color”, Kimberlé Crenshaw. *Stanford Law Review*, vol. 43, no. 6 (July, 1991): 1241-1299.

“Intersectionality and the United Nations World Conference Against Racism”, Abigail B. Bakan and Yasmeen Abu-Laban. *Atlantis: Critical Studies in Gender, Culture and Social Justice*, vol. 38, no. 1, 2017: 220-235.

“Background Paper for the Expert Meeting on the Gender-Related Aspects of Race Discrimination”, Kimberlé Crenshaw (November 21-24, 2000). Zagreb, Croatia.

Week Four – October 4 – Intersectionality and State Power I: Knowledge Production and Political Science

READINGS:

Intersectionality, Patricia Hill Collins and Sirma Bilge, chapter 2: 31-62

“Intersectionality as Critical Inquiry and Praxis”: 31-62.

“Narrating Canadian Political Science: History Revisited”, Yasmeen Abu-Laban, Presidential Address to CPSA, May 30, 2017. *Canadian Journal of Political Science*, vol. 50, no. 4 (December, 2017): 895-919.

“Are We There Yet?: Addressing Diversity in Political Science Subfields”, Rebecca A. Reid and Todd A. Curry, *PS: Political Science and Politics*, vol. 52, no.2, April 2019: 281-286.

“Diasporic Researcher: An Autoethnographic Analysis of Gender and Race in Political Science”, Natasha Behl. *Politics, Groups, and Identities*, vol. 5, no. 4: 580-598.

IPSA Gender and Diversity Monitoring Report 2017, Yasmeen Abu-Laban, Marian Sawer and Mathieu St-Lauren (Montreal: IPSA (International Political Science Association) 2018): 5-25. Available at: <https://www.ipsa.org/publications/ipsa-gender-diversity-monitoring-report>

October 11– THANKSGIVING HOLIDAY

NO CLASS THIS WEEK

Weeks Five/Six – October 18 – Intersectionality and State Power II: Approaches and Political Power: Case Study, COVID-19

READINGS:

Intersectionality, Patricia Hill Collins and Sirma Bilge, chapters 6-7: 136-190

“Intersectionality, Social Protest, and Neoliberalism”: 136-158

“Intersectionality and Critical Education”: 159-190.

“Commentary: Seven Intersectional Feminist Principles for Equitable and Actionable COVID-19 Data”, Catherine D’Ignazio and Lauren F. Klein, *Big Data and Society*, 2020 (July-December): 1-6.

“Native Americans Being Left Out of US Coronavirus Data Labelled as ‘Other’”, Rebecca Nagle. *The Guardian*, April 24, 2020. https://www.theguardian.com/us-news/2020/apr/24/us-native-americans-left-out-coronavirus-data?CMP=share_btn_fb&fbclid=IwAR0UNYTia10ydrtR1aTY9jQD07%E2%80%A6

“COVID-19 Has Infected and Killed Black People at Alarming Rates: This Data Proves It”, Edwin Rios and Sinduja Rangarajan. *Mother Jones*, April 17, 2020.

<https://www.motherjones.com/coronavirus-updates/2020/04/covid-19-has-infected-and-killed-black-people-at-alarming-rates-this-data-proves-it/?fbclid=IwAR0kkRx%E2%80%A6>

“COVID-19 Sent LGBTQ Students Back to Unsupportive Homes. That Raises the Risk They Won’t Return”, Sarah Brown. *The Chronicle of Higher Education*, April 24, 2020.

<https://www.chronicle.com/article/covid-19-sent-lgbtq-students-back-to-unsupportive-homes-that-raises-the-risk-they-wont-return/>

Week Seven – October 25 – Intersectionality and Identities

NOTE: SAE due date

READINGS:

Framing Intersectionality, chapters 4, 5 and 7: 69-104; 121-136

“Marginalised Masculinity, Precarisation and the Gender Order”, Mechthild Bereswill and Anke Neuber

“Neglected Intersectionalities in Studying Men: Age(ing), Virtuality, Transnationality”. Jeff Hearn

“Sexuality and Migration Studies: The Invisible, the Oxymoronic and Heteronormative Othering”, Kira Kosnick

“In Pursuit of Self-Determination: Indigenous Women’s Challenge to Traditional Diplomatic Spaces”, Laura Parisi and Jeff Corntassel, *Canadian Foreign Policy*, vol. 13, no. 3, 2007: 81-98.

“What Does Queer Theory Teach Us About Intersectionality”, Kevin Duong, Politics and Gender, vol. 8, no. 3, September 2012: 370-86

Week Eight – November 1 – Intersectionalities and Knowledge Production: Case Study, University of Toronto

NOTE: Précis due date

READINGS:

“Policy on Sexual Violence and Sexual Harassment”, University of Toronto Governing Council (January 2020).

“Report of the University of Toronto Anti-Black Racism Task Force” (March 2021).

“Answering the Call: Wecheehetowin, Final Report of the Steering Committee of the University of Toronto Response to the Truth and Reconciliation Commission of Canada” (January 2017).

November 8 - FALL READING WEEK NO CLASS

Week Nine – November 15 – Intersectionality and the United Nations I: Women’s Rights and Human Rights

READINGS:

Beijing Declaration and Platform of Action, and Beijing+5 Political Declaration and Outcome, UN Women (1995; 2014), 270 pp. (passim)

Charlotte Bunch and Samantha Frost, “Women’s Human Rights: An Introduction”, *Routledge International Encyclopedia of Women: Global Issues and Knowledge* (Routledge: 2000): 1-6

“Progressive Struggles Against Insidious Capitalist Individualism”, and “Ferguson Reminds Us of the Importance of a Global Context”, Angela Y. Davis, in *Freedom is a Constant Struggle: Ferguson, Palestine and the Foundations of a Movement*. Chicago: Haymarket Books, 2016: 1-30.

Week Ten – November 22 – Intersectionality and the United Nations II: Durban Declaration and Programme of Action (DDPA) and UN Report of the Working Group on People of African Descent and Its Mission to Canada

READINGS:

World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance: Declaration and Programme of Action, United Nations High Commission for Human Rights, (Durban Declaration) (2002), 145 pp. (passim)

Report of the Working Group of Experts on People of African Descent on Its Mission to Canada (2016). Human Rights Council, Agenda item 9: Racism, Racial Discrimination, Xenophobia and Related Forms of Intolerance, Follow-up to and Implementation of the Durban Declaration and Programme of Action (11-29 September 2017), 20 pp.

Week Eleven – November 29 – Intersectionality and the United Nations III: United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission (TRC)

READINGS:

United Nations Declaration on the Rights of Indigenous Peoples, United Nations (September 2007), 15 pp.

Truth and Reconciliation Commission of Canada (2015), “Preface”, “Introduction”, and “The History”, *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*, pp. v-23 and 37-134 (passim).

Available at:

https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf

Week Twelve – December 6 - Summary and Review

Note: Research Essay due date

NOTE: Up to date information on Coronavirus (COVID-19) from University of Toronto

We are in a unique situation that may evolve quickly in the context of the ongoing COVID-19 pandemic. The university may introduce new measures to respond to the situation, and it is recommended that you frequently consult the University of Toronto dedicated web page:

<https://www.utoronto.ca/message-from-the-university-regarding-the-coronavirus>

Also see: <https://www.viceprovoststudents.utoronto.ca/covid-19/#Coping>

The University of Toronto recognizes its commitment to human rights, equity and inclusion and acknowledges the disproportionate impact COVID-19 has on various parts of our community. COVID-19 is not isolated to people of any particular ethnic origin, place of origin or race. Equity, diversity and respect must remain integral as we continue to transition during these challenging times. The institution will monitor and address discriminatory comments or behaviour including on U of T's online platforms and classrooms.

NOTE: On Access and Accommodation

Students with diverse learning styles and needs are welcome in this course. If you have a disability or health consideration that may require accommodation, the University of Toronto recommends that students immediately register with Accessibility Services

<http://www.accessibility.utoronto.ca/>. Also, if you have any concerns, please approach the instructor and/or the Accessibility Services Office as soon as possible. This course works with the assumption that access is always an issue and needs to be negotiated by all those involved in the course. This negotiation includes considering the consequences of our many conceptions of 'disability', as these relate to the classroom at the level of individual rights and needs, and as they relate to scholarly inquiry and research.

NOTE: On Equity and Respect in an Online Environment

As we continue to adjust to various forms of learning environments, including online and virtual classes and lectures, students are reminded of the expectation that we all demonstrate respect for one another. As outlined in the Student Code of Conduct, the University of Toronto does not tolerate discrimination or harassment against any persons or communities especially when based on grounds protected under the Ontario Human Rights Code. Students are reminded of the U of T Code of Student Conduct <https://governingcouncil.utoronto.ca/secretariat/policies/code-student-conduct-december-13-2019>

And, in accordance with the Ontario Human Rights Code, no person shall engage in a course of vexatious conduct that is directed at one or more specific individual, and that is based on race,

ancestry, place of origin, colour, ethnic origin, citizenship, sexual orientation, gender identity, gender expression, age, marital status, family status or disability. This includes:

- Racial slurs or “jokes”
- Insults due to racial identity
- Online posts of cartoons or pictures, in a workplace or school that degrade persons of a particular racial group
- Name-calling due to race, colour, citizenship, place of origin, ancestry, ethnic background or creed
- Pseudonyms or handles that are inappropriate about ancestry, colour, citizenship, ethnicity, place of origin, race, or religion
- For more prohibited grounds for discrimination please visit:

<http://www.ohrc.on.ca/en/ontario-human-rights-code>

NOTE: On Privacy and Copyright

Lectures and course materials prepared by the instructor are considered by the University to be an instructor’s intellectual property covered by the Copyright Act. Course materials such as PowerPoint slides and lecture recordings are made available to students registered in the course for their own study purposes, and specifically only for the duration of the course. These materials cannot be shared outside of the class or “published” in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement. Readings on the course webpage are for the sole purpose of instruction in this course.

NOTE: On Writing Scholarly Essays

Everyone can always use some assistance with learning how to express their ideas clearly in scholarly writing. There are supports for this, so please take the opportunity to access them.

Writing centres: <http://www.writing.utoronto.ca/writing-centres>

<https://writing.utoronto.ca/writing-centres/arts-and-science/>

NOTE: On Academic Integrity:

It is important to be aware of issues of academic integrity. Note that plagiarism, whether intentional or not, is a serious academic offence that carries serious penalties. Please see further clarification and information on plagiarism at University of Toronto

<http://www.writing.utoronto.ca/advice/using-sources>. And particularly see: “How Not to Plagiarize” <https://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>

NOTE: On Web Platform for the Course:

We will be using the University of Toronto web-based course platform, Quercus, for our class. All students enrolled in the course will have access through their Quercus account. If you have any questions or challenges please see Quercus Support Resources: <http://qstudents.utoronto.ca/>